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ABSTRACT

In order to determine if there is an adequate amount of storage in the elementary classrooms of the South Bend Community School Corporation, 180 teachers representing a random selection of 30 percent of all K-6 teachers were sent a questionnaire by means of the school's mail service. Responses from 97 (54 percent) of the sample were utilized. Respondents answered questions that identified the items being stored and the types of storage facilities available, and evaluated existing storage. Teachers were also asked what type of storage they preferred, and if they had ever been consulted on the design of a school building. The following conclusions were drawn: (1) the items most commonly stored and also the most difficult to store are large and odd-shaped (charts, posters, and bulletin board items); (2) a larger percentage of lower-grade teachers believe they have less than adequate storage than do the teachers of fifth and sixth grades; and (3) because so few of the respondents had been consulted in the design of classrooms, it is felt that more teacher involvement in planning might result in more efficient storage design. (Author/MLF)

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A STUDY OF TEACHER OPINIONS AND EVALUATIONS CONCERNING THE ADEQUACY OF STORAGE IN SELF-CONTAINED ELEMENTARY CLASSROOMS IN THE SOUTH BEND COMMUNITY SCHOOL CORPORATION

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CHAPTER 1

STATEMENT OF THE PROBLEM AND DESIGN OF THE STUDY

Storage space in the classroom is a problem which has confronted teachers for many years. With an ever growing number and variety of teaching aids, today's teachers are faced with an even greater problem of storage then their predecessors. Schoolrooms designed years earlier often present storage problems for the many new types of educational materials available to today's teacher.

Storage space must be provided for a great variety of instructional supplies, ranging from books to playground equipment. Storing these items within the self-contained classroom is a necessity and often creates manifold problems. If the educational process is to function at its best, the instructional materials must be readily available. (Swenson: 31)

With the problem of storage in mind it is the intent of the researchers to determine if there is, in fact, an adequate amount of storage in the elementary classrooms of the South Bend Community School Corporation.

THE PROBLEM

Underlying assumptions. For purposes of this study it was assumed that the following are true:

1. That all K-6 teachers have educational and other materials which need to be stored within their self-contained classroom.

2. That all self-contained classrooms contained some storage.

3. That all teachers responding to the survey will answer the given questions with a reasonable degree of accuracy.

4. That a questionnaire delivered through (inter-school) mail was the most expeditious manner in which these data could be gathered.

Specific problems. The specific problems of this study were:

1. An analysis of teachers opinions concerning the adequacy of storage presently available to them.

2. An assessment of the type of storage currently available.

3. An assessment of the types of items most commonly stored and which of these items present the greatest storage problem.

4. An analysis of teacher preference for portable or built-in storage types.

5. An assessment of the number of teachers within the survey who have been consulted prior to construction or remodeling of classrooms, and the number of these whose recommendations were implemented.

6. An assessment of the number of teachers presently in classrooms originally designed as an elementary classroom.

7. The relationship of teacher grade level to storage adequacy.

8. A compilation of teacher comments, based on the above items.

Importance of the study. A thorough search of the pertinent literature revealed that very little had been written concerning the storage within elementary classrooms. There were no surveys or related questionnaires located concerning storage in the self-contained elementary classroom. This study was intended, therefore, to provide some information about the storage needs of classroom teachers and factors which may influence the amount of storage available.

DEFINITIONS OF TERMS USED

Several terms employed in the description of this study, which may have specific implications, were defined as follows:

Closed Form Questions. Responses are made to a set of provided answers. The information that is desired may be more easily counted, tabulated, and analyzed. (Best: 44)

Non-respondent. Any recipient of a questionnaire who does not reply.

Open Form Question. Used for intensive studies or exploration of novel problems. Each answer is a written description and much room is usually available for free response. (Best: 144-45)

Questionnaire. A list of planned, written questions related to a particular topic, with space provided for indicating the response to each question, intended for submission to a number of persons for reply, commonly used in survey studies and in the measure of attitudes and opinions. (Good: 435)

Storage. The space used for storing goods. (Websters: 1795)

Respondent. Any recipient of a questionnaire who actually replies to the questionnaire. (Good: 466)

LIMITATIONS OF THE STUDY

One limiting factor which must be considered in any study using the questionnaire as a basic means of data collection, is that of non-response, or failure to obtain information from the respondents.

The nature of the population must also be taken into consideration as another limitation. Questionnaires were sent to 30% of K-6 teachers in only one school corporation. Only those questionnaires returned within two weeks were used in the tabulation of the data.

DESIGN AND RATIONALE

To obtain the desired information a questionnaire was developed, as was an accompanying cover letter which included an explanation of the study. (Appendix A)

The cover letter design included identifying information related to the researchers. It also gave the purpose of the survey and the possible importance of the study to the respondent. The recipent's name and school were also handwritten on the cover letter for the benefit of the school secretaries. Both the cover letter and the questionnaire were mimeographed on white paper.

Since personal contact with most teachers was impossible

and unnecessary a form of the mailed questionnaire was used. As the questionnaire involved only teachers employed by the South Bend Community School Corporation, the inter-school mail was used. This method of dispersal eliminated the problem of address and cost while it was felt still provided the general effectiveness of the questionnaire sent through regular mail. There was, of course, still the possibility of some replies being incomplete or not returned.

Most questionnaires constitute a major, reliable survey instrument for data gathering in various survey studies. (Good and Scates: 606)

In this instrument both closed and open form questions were developed and used. Closed form questions, requiring checked responses, were used in order to secure categorized data. The open form questions were used in order to secure various comments regarding classroom storage. (Van Dalen: 256)

Although open form questions produce responses that are difficult to calculate, all responses are reproduced in Appendix B.

INSTRUMENTATION

A questionnaire was sent to randomly selected elementary school teachers. The selected teachers were number coded on each questionnaire according to school and grade level taught. Question 1 dealt with the years of teaching experience of the respondents. All of this information served as tools for the interpretation

of the responses which followed.

The next two questions were developed to obtain information concerning building design and the extent of teacher participation in the planning of classrooms.

Since the study of storage needs to take into consideration the items being stored, questions 1 through 22 listed items felt to be the most commonly found in the elementary classroom. Spaces were left for the inclusion of any other stored item.

Each teacher was asked to evaluate their existing storage in a range from excellent to poor.

Next a series of questions dealing with types of storage facilities were asked. Teachers were to simply check which facilities they had and whether or not it was adequate for their present needs.

Respondents were also surveyed as to what type of storage they preferred. Built-in and portable types of storage were given for a need preferance.

After each question a space was provided for any additional comments. In addition, provision was made to provide a summary of the study, if requested by the respondent.

METHODOLOGY

Identification of the population. One hundred and eighty names were randomly selected from a current South Bend Community School Corporation directory listing all schools and teachers in

the corporation. This random selection consisted of 30% of K-6 teachers in each school building.

Mailing the questionnaire. A total of 180 questionnaires were mailed using the inter-school mail. Return, self-addressed envelopes were included along with each questionnaire. Postage was not required on the initial mailing, nor on the return mailing. The questionnaires were mailed to each randomly selected elementary teacher on March 1, 1976.

Follow-up technique. There was no need for a follow-up letter because of the high percentage of returns. By March 10 a sufficiently high percentage was obtained.

ORGANIZATION OF THE REMAINDER OF THE STUDY

This study has in Chapter II a brief review of selected pertinent literature and related research. Chapter III is the presentation and analysis of the data collected from the questionnaires.

The summary, conclusions and recommendations of this study are reported in Chapter IV.

A bibliography, questionnaire sample, related tables and written comments are included in the Appendix.

CHAPTER II

REVIEW OF THE LITERATURE

Very little material was available concerning the specific problem of storage within the self-contained classroom. Most of the articles located dealt with general building design or portable storage with open concept schools in mind. It was quite obvious that this subject has not been extensively researched.

Teacher participation in design. It was felt that a relationship must exist between the problem of storage and total building design. Therefore some review has been made of teacher participation in the actual design of school buildings.

Campbell made the point that it was not uncommon for a district to make the planning of a new building a function of the central office and relegate the teachers to a minor role. The teachers are perhaps allowed to comment on room layouts only after working drawings are completed. (Campbell: 34)

Murray describes an investigation in which researchers went into schools and inventoried the use teachers were making of work surfaces and storage space. The investigators found a lot of empty and poorly used storage space and a host of unmet storage requirements. Murray felt that given time and encouragement, educators could become a valuable information source about their own environmental needs. He stated that users should know best what they are trying to accomplish.

Use of portable storage and existing space. An unpublished article by Hartman of an in-depth study of a given area of educational facilities included some very innovative and practical ideas for storage divices. In this study, th problem of storage is handled through the use of highly specialized furniture not believed to be commercially available at this time. (Hartman: unpublished paper) More conventional types of portable storage can be located in the catalogs of many educational supply houses however.

Some other very practical ideas for storage, utilizing space and material which might already be available were found in an article by Drummund entitled Using Time, Space and Things Creatively. This article was intended to help the teacher already plagued by a lack of storage space to find room with little extra work or money. (Drummund: 32)

SUMMARY

A review of the pertinent educational research revealed that there has been very little written concerning storage in the self-contained classroom. There are indications, however, that teachers are not always consulted in the design of a new building even though their ideas could be of great use. Some storage problems can be solved through the use of portable storage or by using space not intended specifically for that purpose.

CHAPTER III

FINDINGS OF THE STUDY

The chapter presents an analysis of the data relating to the results of the questionnaire.

An examination of the total inter-school mail returns was made and the responses were examined by individual item on the questionnaire. (See Appendix A) together with an examination of selected comments. (See Appendix B)

Mail returns. A total of 180 questionnaires was mailed through school mail service. Of this total, none were returned as undeliverable. The total usable mail contacts resulted in response of 60%. However only 54% of the responses were used in the tabulation of the results as 6% did not arrive in time for this tabulation. Written comments of all responses were included in Appendix B. Generalizations were drawn because of this favorable rate of response. Mail return response data is presented in Table 1.

A total of 109 responses was received as a result of initial inquiry. No follow-up query was sent because of the favorable response.

TABLE 1 ANALYSIS OF MAIL RETURNS

Response	f	% Resp.
Responses Utilized	97	54
Not Utilized	12	6
Total Responses	109	60
Non Responses	71	40
Total	180	100

Table 2 presents the same data broken down by the grade level of the responding teachers. Grade 4 had the highest number of respondents at 22%, whereas kindergarten teachers had the lowest at 5% of the total responses. These figures reflect the fact that the distribution of the questionnaires was not equal among grade levels. (See Design of Study)

TABLE 2 GRADE LEVEL OF RESPONDENTS

Grade	f	% Resp.
K	5	5
One	15	15
Two	14	14
Three	15	16
Four	22	23
Five	10	10
Six	16	17
Total	97	100

An analysis of the mail returns classified by grade level is shown in Table 3. This table shows the distribution of the surveys according to the grade level of the respondents and percentage of response within each grade. The fourth grade teachers obtained the highest percent of responses (63%), whereas the third grade teachers had the lowest percentage (47%).

TABLE 3 ANALYSIS OF MAIL RETURNS CLASSIFIED BY GRADE LEVEL

Grade	f	No Resp.	% Resp.
K	10	5	50
One	29	15	52
Two	25	14	56
Three	32	15	47
Four	35	22	63
Five	18	10	55
Six	31	16	52
Total	180	97	54

Finally an analysis of the respondents by years of teaching experience is presented in Table 4. The highest percentage was 35% which was the teachers with 5 to 10 years teaching experience. Teachers with 16 to 20 years teaching experience comprised the lowest percentage.

TABLE 4 YEARS OF TEACHING EXPERIENCE OF RESPONDENTS

Years of Experience	f	% Resp.
1 - 5	14	14
5 - 10	34	35
11 - 15	16	17
16 - 20	13	13
21 +	19	20
No response	1	1
Total	97	100

Items currently being stored in the classroom and items found to be most difficult to store. This two part area involved the tabulation of responses to nineteen classifications of items which might be stored in the elementary classroom. (Included in the nineteen was "other" - see Appendix for responses given). Response to the first part of the study involving currently stored items was very high. The lowest response to any specific item was 32% for "professional library ranging to a high of 97% for bulletin board items". The response per item averaged about 72%. Only three of the nineteen items included on the survey were stored by fewer than half of the respondents and over 90% of the respondents were currently storing bulletin board items, manuals, charts and posters, and personal belongings.

TABLE 5 ANALYSIS OF ITEMS STORED

Items	Currently Storing		Not Storing		Most Difficult to Store*	
	f	%	f	%	f	%
Classroom Library	79	81	18	19	0	0
Professional Library	31	32	66	68	1	3
Extra Bestbooks	73	75	24	25	12	16
Dittos	70	72	27	28	2	3
Bulletin Board Items	94	97	3	3	20	21
Science Materials	66	68	31	32	10	15
Soc. Study Materials	60	62	37	38	3	5
Personal Belongings	88	91	9	9	6	7
Misc.-Printed Matter	66	68	31	32	4	6
Manuals	92	95	5	5	0	0
Charts and Posters	93	96	4	4	20	22
Reading Materials	66	68	31	32	4	6
Math. Materials	78	80	19	20	3	4
Games	83	86	14	14	11	13
Paper (Art)	86	89	11	11	5	6
Paint	78	80	19	20	1	1
Other (Art)	20	21	77	79	0	0
Playground Toys	77	79	20	21	8	10
Other	18	19	79	81	1	6

Not totaled -- multiply responses received

* related to "currently stored"

The second part of this study asked the respondent to circle the items they found most difficult to store. It is the opinion of the researchers that the design of this part of the questionnaire contributed heavily to a low response. Sixty-six of the ninety-seven questionnaires included in the overall study had no items circled. It is believed that many of those who responded to the "currently stored" question either did not read the lower line asking about "most difficult" or possibly forgot to respond.

It should be noted that the five items most often indicated as difficult to store were charts and posters, bulletin board items, extra textbooks, games, and science materials. Each of these items is being stored by at least 68% of the respondents. Bulletin board items and charts and posters are stored by 97% and 96% respectively. These two are also the items most often indicated as difficult to store. Items least mentioned as "difficult" included children's books and teacher's manuals.

Types of storage facilities. The following table is an examination of storage facilities that are now found in the classrooms of responding teachers. Respondents indicated a high percentage of file cabinets and bookcases with a low percentage of open shelving.

Most respondents have a personal clothes closet. Only 30% indicated they did not have their own closet. Closed shelving (cabinets) are found in 77% of the classrooms of the responding teachers.

TABLE 6 TYPES OF STORAGE FACILITIES

	File Cabinets		Bookcases		Open Shelves		Closed Shelves		Closet	
	f	%	f	%	f	%	f	%	f	%
Currently have	87	90	84	86	47	49	75	77	78	80
Do not have	9	9	11	12	44	45	17	18	19	20
No response	1	1	2	2	6	6	5	5	0	0
Total	97	100	97	100	97	100	97	100	97	100

Storage facilities broken down by individual grade levels are tabulated in separate tables in Appendix B.

To determine the adequacy of individual storage facilities listed in the previous table an examination was made of all respondents. It is surprising to compare the fact that although 90% of the respondents had file cabinets, only 55% of the total responding

teachers felt they had an adequate amount. This same type of result was indicated in the adequacy of amount of bookcases. Teachers have them but they tend to require more. Table 7 shows these tabulations.

TABLE 7 ADEQUACY OF STORAGE FACILITIES

	File Cabinets		Bookcases		Open Shelves		Closed Shelves		Closet	
	f	%	f	%	f	%	f	%	f	%
Adequate	53	55	49	50	25	26	39	40	68	70
Inadequate	33	34	37	38	38	39	38	39	22	23
No response	11	11	11	12	34	35	30	21	7	7
Total	97	100	97	100	97	100	97	100	97	100

It should be noted also that 39% of the respondents regarded their open shelving as inadequate while a large 35% gave no response. This large number of "no responses" may be due to a prior finding that 45% had no open shelving at all and therefore did not feel a response was required here.

Regarding closet space, 80% had closet storage and 70% felt this to be an adequate amount.

Teachers indicated that even though 70% of them had some open shelving only 40% felt that what they had was an adequate amount. (See Appendix for tables of linear feet)

Analysis of comments concerning types of storage facilities. Teachers expressed a desire for wider open shelving than what they

now have. They found that items such as charts and wide papers were extremely difficult to store in the open shelves they presently have in their rooms. Opinions regarding closed shelving were generally the same.

Although the majority of teachers have file cabinets, they expressed the need for another unit. This is primarily due to the large quantity of ditto work required by the current reading and math programs.

Most teachers commented that their clothes closets would be adequate if they were not required to store other classroom articles there also. Teachers without closets resorted to the use of hooks, chair backs, children's coat racks, and nurse's offices to hang their coats.

Storage preference. Built-in and portable storage units are available to most classroom teachers. In order to determine teacher preference in this area the instrument included a question asking their preference. A majority of 55% of the responding teachers prefer built-in storage whereas 27% prefer portable type units. A remaining 13% expressed equal interest in both types.

Table 8 shows these results.

TABLE 8 STORAGE PREFERENCE OF ALL RESPONDENTS

Type	f	%
Portable	26	27
Built-In	53	55
Both	13	13
No Response	5	5
Totals	97	100

Analysis of comments concerning storage preference of respondents. Teacher comments indicated a preference for built-in storage because it is neater in appearance and more stable. Those who preferred portable units felt they were more useful in that they allow the room to be arranged and divided into learning centers. However many teachers expressed a desire for both types.

Teacher participation in planning school buildings. In the following two tables an examination is made of teacher participation in the design of school buildings. Table 9 shows the percentages of teachers consulted and not consulted. It is very interesting to note that only 24% of the respondents have been consulted.

Teachers were also asked to note whether or not their suggestions were implemented. Fifty-two percent of the respondents did not know whether or not their suggestions were implemented. One of the reasons for this is the fact that some building and remodeling is being done in this school district at the present time. Since plans are still incomplete, teachers do not know

if their suggestions have been implemented. Table 9 shows these results, which are based only on the 23 teachers who were originally consulted. It should be noted that only 8% of the total respondents indicate that they have had their suggestions implemented.

Since the suggestions of the teachers were so varied an analysis will not be attempted. Please see Appendix for individual comments.

The following were the schools for which respondents gave suggestions: Lincoln, Lafayette, Hay, Kennedy, Coquillard, Darden, Lydick and Warren.

TABLE 9 TEACHER PARTICIPATION IN THE INITIAL PLANNING OF A SCHOOL

Responses	f	%
Consulted	23	24
Not Consulted	74	76
Totals	97	100

TABLE 10 IMPLEMENTATION OF CONSULTED TEACHERS SUGGESTIONS

Responses	f	%
Implemented	8	35
Not Implemented	1	4
Do Not Know	12	52
No Response	2	9
Totals	23	100

Original classroom design. Table 11 shows an analysis of the

elementary classrooms the respondents are presently teaching in and whether or not they were originally designed to use as elementary classrooms. The majority of classrooms (76%) were designed to be used as elementary classrooms. Only 20% were not originally designed for classroom use. This would seem to indicate that 76% of the classrooms should have adequate storage because they were designed for such use.

The rooms not originally intended as classrooms range in original design from cafeterias to band rooms.

TABLE 11 CLASSROOM ORIGINAL DESIGN

Response	f	%
Yes	74	76
No	19	20
Don't know	4	4
Totals	97	100

Teacher evaluation of present storage by grade level. A tabulation of the responses to this question as indicated in Table 12 reveals that over 1/3 of the total respondents indicated current storage as less than adequate.

Grades 1, 2, 3 and 4 seem to have the greatest problem with storage. Over half of the first grade teachers indicated that their storage was either lacking or poor. Teachers in grades 2, 3 and 4 also showed a very high percentage of responses of inadequate storage.

As the grade level of the respondent goes up the problems with storage seems to go down. Grade five had just 30% of the teachers indicating that their storage was lacking and only 13% of the sixth grade teachers checked this column. There were no teachers in either grade that indicated that their storage was poor.

It is interesting to note that the first grade teachers not only were the group which indicated that they were the most lacking in storage, but also were among the highest to indicate that their storage was good to excellent. Only 7% of the teachers in this group indicated that their storage was in the adequate classification. The group with the highest rate of response for the good and excellent category was the sixth grade - the group with the lowest rate for the lacking and poor categories.

TABLE 12 TEACHER EVALUATION OF PRESENT STORAGE BY GRADE LEVEL

	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTALS	
Response	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Excellent	1	20	4	27	1	7	1	7	2	9	0	0	2	12	11	11
Good	1	20	2	13	4	29	2	13	6	27	3	30	6	38	24	25
Adequate	2	40	1	7	2	14	4	27	6	27	4	40	6	37	25	26
Lacking	1	20	5	33	4	29	2	13	5	23	3	30	2	13	22	23
Poor	0	0	3	20	3	21	5	33	3	14	0	0	0	0	14	14
No Response	0	0	0	0	0	0	1	7	0	0	0	0	0	0	1	1
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100	97	100

Analysis of additional comments. Teachers expressed a lack of adequate storage facilities for such varied items as record players, magazines, light screens, art supplies, large charts and posters. They also indicated a need for wider shelves and various types and sizes of drawers. Some teachers suggested a need for divided units to eliminate the problem of stacked papers, etc. Another suggestion was that one room be designated for storage and used by several teachers.

CHAPTER IV

SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter is presented in three sections. The first section deals with the problem of the study, summarizes the pertinent literature and outlines the procedures which were followed. The second section recapitulates the findings of the research itself. The third and final section states certain conclusions which were drawn from the findings and offers recommendations for further study.

SUMMARY

The problem. The problems of this study were to analyze teacher assessment of the following factors related to the storage currently available to K-6 teachers in self-contained classrooms within the schools of the South Bend Community School Corporation.

These factors were:

1. The types of items most likely to be stored in the elementary classrooms and which of these items presented the greatest problem in storage.

2. The type of storage facilities currently in the classrooms of the respondents.

3. The adequacy of the amount of storage facilities the teachers now have and an analysis of their related comments.

4. The teachers' preference for either portable or built-in storage facilities and an analysis of their related comments.

5. The extent to which teachers have participated in the design of school buildings and an analysis of the related comments.

6. A tabulation of the number of elementary classrooms involved in the surveys which are being used for their intended purpose.

7. The teachers' evaluations of their present storage.

8. An analysis of teachers' opinions concerning storage they now have and/or would like to have.

9. A compendium of user comments, classified by the eliciting question.

Related literature. Very little information is available on storage in the self-contained classroom. However, a review of literature revealed that teachers are not always consulted in the design of school buildings despite the fact that they could provide a valuable source of information. Information on portable storage and use of existing space was also found.

Methodology. A normative survey was conducted, using an instrument specifically developed for that purpose. 180 teachers representing a random selection of 30% of all K-6 teachers in the South Bend Community School Corporation were sent the surveys by means of the schools' mail service. The names were selected from the current school telephone directory.

FINDINGS

1. An overall total of 60% of the questionnaires were

returned. Because of this percentage of responses, generalizations were drawn to the population of K-6 teachers.

2. The items which most teachers indicated they had in their classrooms and were also the most difficult to store were large items such as bulletin board materials and charts and posters.

3. File cabinets are the most common form of storage facility found in the classroom. Bookcases, closets and closed shelves are also commonly found. Open shelving was much less prevalent.

4. The majority of teachers preferred built-in storage to portable storage.

5. Half the teachers of grades one and two indicated that the storage in their classroom was less than adequate. Teachers of grades five and six had less problems with storage. However, overall one third of all the respondents indicated that their storage was either lacking or poor.

6. Less than one fourth of all the teachers responding to the survey had ever been consulted on the design of a building. Only 8% know that their ideas were actually used.

7. Over three-fourths of the classrooms involved in this study are now being used for their intended purpose.

8. The respondents overall attitude toward adequacy of storage, as determined by an interpretation of their responses, was oriented toward some degree of inadequacy.

CONCLUSIONS

Based upon the data collected, the analysis made, and the findings reported, the following conclusions were drawn:

1. The respondents who are assumed to be representative of the population of K-6 teachers in the South Bend Community School Corporation, have a need for in-classroom storage of a large variety of items. The items most commonly stored and also the most difficult to store are larger and odd shaped.

2. While the conclusion is that the need for additional storage is warranted, it must also be concluded that a clear majority of classrooms have at least adequate storage. The inadequacies are not of gross proportion, but improvements are needed and would be clearly beneficial.

3. There is a relationship between grade level and storage adequacy. A larger percentage of lower grade teachers believe they have less than adequate storage than do the teachers of fifth and sixth grades. This could be the result of less storage being available to lower grade teachers but this is not the conclusion. It is believed that lower grade teachers require more storage than teachers in the upper grades. Therefore classrooms intended for the use of primary teachers should be given more attention when evaluating storage needs.

4. Because so few of the respondents in this study had been consulted in the design of classrooms, it is felt that more teacher

involvement in planning might result in more efficient storage design.

5. Examination of the comments made by the users tended to reinforce the above stated conclusions. The reader will be well advised to study these comments in detail.

Recommendations for further study. Since the present study indicated some need for more storage facilities, further study should be initiated in the planning of storage in classroom design.

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APPENDIX A

LYDICK SCHOOL

54816 Quince Rd. South Bend, In. 46628

March 1, 1976

SCHOOL: _____

TO: _____

We are currently involved in research concerning the storage needs of elementary teachers. Perhaps through this survey we can show that there is a need for better planning of storage facilities. Woud you please take a few moments from your busy schedule to answer the attached questions?

Sincerely

Julia Hostetler

Sandra Gildner

Approved: _____ Lydick School

Number_____
(For office use only)

1. How many years of teaching experience do you have?

_____1-5 _____5-10 _____11-15 _____16-20 _____21+

2. Have you ever been consulted in the planning or remodeling of a school building?

_____Yes _____No

If yes, for what building? _____
What were your suggestions?

Were any of your suggestions implemented? _____Yes _____No

3. Was your classroom originally designed to be used as an elementary classroom?

_____Yes _____No _____Don't know
If no, what was it designed for? _____

Please check the items you are currently storing in your classroom.
Circle the items you find most difficult to store.

Item #

4. _____Classroom library (children's)
5. _____Professional library
6. _____extra sets of testbooks
7. _____spirit master work (dittos)
8. _____Bulletin board materials
9. _____science materials
10. _____social studies items
11. _____teacher's personal belongings
12. _____misc. printed matter (catalogs, etc)
13. _____teacher's manuals
14. _____charts and posters

Item #

15. _____reading devices
16. _____math materials
17. _____games and toys

Art Supplies

18. _____paper
19. _____paint and paste
20. _____other:_____
21. _____playground toys
22. _____other major items (list)

23. Evaluate the present storage space in your classroom:
_____excellent _____good _____adequate _____lacking _____poor

Please check the storage facilities that are currently in your room:

24. File Cabinets _____Yes _____No
25. Type: _____portable _____built-in

State how many: 26. _____1 drawer 28. _____3 drawer
27. _____2 drawer 29. _____4 drawer

30. Is this an adequate amount for your needs? _____Yes _____No

Comments:

31. Bookcases (approximate width of 12 inches) _____Yes _____No
32. Type: _____portable _____built-in
33. Approximately how many linear feet of bookcase shelving to you have in your classroom? _____1-10 _____11-20 _____21-30
_____31-40 _____41-50 _____50+
34. Is this an adequate amount for your needs? _____Yes _____No
Comment:

35. Open shelving (wider than bookcases) _____Yes _____No
36. State how many of each type: _____portable _____built-in
37. What is the approximate length in feet of all your open shelves?
_____0-15 _____16-30 _____31-45 _____46-60 _____60+
38. Is this an adequate amount for your needs? _____Yes _____No
Comments:

39. Closed shelving (cabinets) _____Yes _____No
40. State how many of each type: _____portable _____built-in
41. Approximately how many cubic feet of cabinet space to you have?
_____0-15 _____16-30 _____31-45 _____45-60 _____60+
42. Is this an adequate amount for your needs? _____Yes _____No
Comments:

43. Personal Clothes Closet: _____Yes _____No
State how many: _____portable _____built-in
If answer is no, where do you hang your coat?_____

44. Is this an adequate amount for your needs? _____Yes _____No
Comments:

45. Additional storage facilities (you have)
State how many:
_____divided upright shelves
_____large drawers (for large posters, paper, etc.)
_____pigeon-hole type storage
_____divided cabinets for paper storage (const. paper, manilla, etc.)
_____other: (please specify)

46. In general, what type of storage do you prefer? _____portable _____built-in
Please comment on your preference:

Please comment on any additional storage facilities you may now have or would like to have. Also any other information or opinions on this subject would be appreciated.

We would like to visit classrooms which have adequate storage to see the architectual design used. If your classroom has adequate storage, who may we contact to schedule a visit?

Name of Principal:_____

School:_____

Phone:_____

If you want a summary of the results of this survey, please address the attached mailing label and return it with your response. Return your completed survey in the envelope marked Lydick School.

Thank you for your cooperation in this survey. Your help is deeply appreciated.

Sincerely,

Julia Hostetler
Sandra Gildner
Lydick School Teachers

APPENDIX B

Written comments concerning suggestions in regard to the remodeling of buildings.

"Larger room, better storage facilities." (160014)

"Blackboard area, sink area, bulletin board area." (150012)

"Mostly in audio-visual set-up program, spacing procedure, etc. Also on committee planning new wing of our building." (12017)

"There was only one meeting. The whole committee suggested several things. This was several years ago." (28008)

"Arranging rooms by grade levels." (160020)

"More bulletin board space, movable walls between some classes, enlarging room, new heating system." (160004)

"Carpeting requested." (050011)

"More bulletin board space. Need pull down screen. Otherwise, I have seen my new room and it is a 100% improvement." (050014)

"Height of windown, how many, shelving, how much and where located, what should be included, etc." (150002)

"Types of furniture and plans for space." (120012)

Written comments concerning to what degree teachers suggestions were utilized.

"Open rooms concept, lounges, teaching plans and ideas, equipment needed etc. Done in committee work." (120017)

"Perhaps 50%." (120011)

"Bulletin board and blackboard area." (150012)

"I drew several sketches of cupboards, table use etc., and was invited to discuss this with the carpenter who carried out my plans." (070005)

Comments concerning other items teachers indicated that they stored in the classroom.

"art projects".

"crayons, scissors, etc."

"butterdishes, clay, crayons, etc."

"scissors, rulers, various paints and supplies."

"glue, scissors, paste."

"tempera, finger paint, easels, brushes."

"globes, maps."

"Encyclopedias."

"workbench-tools."

"lightscreen and word books."

"overhead, piano, globe."

"record player - paper cutter piano."

"tutorette."

"A. V. equipment and kits."

"TV - overhead."

"paper cutter."

"charts, easels, flannel board."

"record player."

"oversize posters."

"screens for art."

"recreation equipment."

"magazines."

Written comments received in response to the question regarding file cabinets.

"2 would be adequate! 1 for old workbooks, dittos and professional reference materials, 1 for my personal picture file, extra work-sheets, forms, bulletins, open house, conferences, report cards, and work folders on each pupil." (150002-2)

"Could use another file cabinet." (110003)

"I could make good use of another one, however," (280009)

"Perhaps another legal size would be convenient." (090007)

"I could use a 2 drawer next to my desk." (080005)

"I have a file drawer in my desk, too." (220004)

"Every classroom needs to have a file cabinet." (250004)

"4 drawers more adequate." (220005)

"It would help to have another filing cabinet for the tremendous amount of dittoes used especially with the reading programs." (240006)

"Dividers for material in file cabinet should be provided - not enough ample space for objects larger than file size (pictures)." (17004)

"I have many things stored in a file cabinet at home because I don't have enough room here." (170002)

"Could easily use another one." (130006)

"One is never enough. One is for dittos etc. The other one above is my picture file." (280008)

"I have to file a lot in my desk drawers." (160004)

"I have no room for dittos, etc. They have to be kept in one desk drawer." (050007)

"A second file cabinet would be great but the one is adequate." (310027)

"Could use an extra file for reference material." (080015)

"Can't add much to already reamed picture files, professional materials of ditto collection." (210002)

"I would like a 2 drawer cabinet to use exclusively for ditto work for this reading and math program." (170009)

"Materials used in teaching added to each year and with the adoption of new textbooks so you can add to your files daily." (210005)

"I'd like another one for reading ditto work - maybe a 2 drawer." (170008)

Written comments in response to the question regarding bookcases.

"We have an adequate multi-media center for most books, encyclopedias, etc." (070022)

"Very small, but really-used." (090003)

"Always need more space for children's library. Most of this built-in bookcase is used for other supplies." (100005)

"Portable units would be useful, making possible a separation of reading corner, etc. (130006)

"No, they get very dusty each time the floor is swept as they are low and have no doors. Many things have to be stored here which are seasonal or short termed usage and have to be stored most of the year. Would use 2 portable bookcase carts on rollers." (150002)

"Except when it comes time to store books for the summer."

"No, because all of this space is used for each child's "school box" and personal needs." (170000)

"I have 3 2', 3' 18' I could probably better use what I have (170009)

"Sometimes I need to store things on extra deep window sills." (210002)

"Books are presently stored in cupboards and lockers." (210005)

"Some are divided into small cubby holes which wastes some space." (220001)

"The shelves are narrow and many games, etc. do not fit well." (250004)

"Most of them are my own." (250008)

"I have a slanted pegboard type bookcase which I do not like - books won't stay up on it and it does not hold enough books." (260000)

"I have adequate shelving for books but need storage for larger items, art paper, charts, pictures, bulletin board items, games, etc." (260007)

"There were no bookcases in my room. I have bought 7 bookcases on my own." (280008)

"All we have is open shelving." (300011)

"I have things stacked in corners." (310016)

"We have some boxes stacked on the floor but this is an adequate amount of open shelving." (310027)

"Would like to have several large open shelves for storage of maps, charts and games." (080015)

"Shelves are near radiator - overheat badly. Cannot store crayons or easily perishable materials." (170004)

Written comments received in response to the question regarding open shelving.

"Sometimes I need to store things on extra deep windowsills." (210002)

"Could always use more - and we are going to get one more 15 foot shelf next year." (330001)

"Shelves fall apart and are not deep enough to hold general items." (170004)

"Using one I brought from my home - too narrow - enough if I also had something for wider displays." (050008)

"Not enough of what we have - too high waste space for 24 X 36 charts. (Prefer 6" shelves). This would avoid stacking many kinds on each shelf which means you have to unload it each time you want something." (150002)

"In one room but children can't reach as they are too high. I use them for storage of teacher's books, etc." (260000)

"I need wider shelving for art paper." (080005)

"Difficult to say a number - some sectioned into narrow spaces - again this is not enough." (220005)

"Need wider than bookcase shelving badly!" (310015)

"This is only 18 inches wide. There is need for wide shelving." (230021)

"Room built for science and science storage." (250019)

"They are not wide enough." (120011)

"I store all consumable first grade workbooks since I am chairman of our class."

"I really used to store large blocks and toys." (17000)

"Wider shelving would really help." (200014)

"Very discouraging. I use one section of the lockers where students keep their coats and personal belongings plus balls, jump ropes and extra curriculum materials." (260007)

"We need wide shelves to store charts - large pictures and large paper. Need more." (25008)

Written comments received in response to the question regarding closed shelving.

"Nothing which closes! I could easily use 2 cabinets - with doors preferable portable as we have no walls to put cabinets up to. (150002)

"Doors don't stay closed, however, and no locks." (280009)

"Excellent storage for construction paper and art materials - extra or out of date testbooks." (250004)

"Again, I could use more but is adequate if I clean often." (330001)

"The room is quite crowded and unorganized because many materials are being placed other than in cabinets." (160020)

"This room built on to original school in 1941 - 1 cupboard seemed adequate then, I suppose." (090003)

"Need more closed shelving for storage of such items as record player, tapes, etc." (080015)

"I have most of the school science equipment." (150012)

"Need larger shelves, too small and compact 17" deep. Also coat is to be hung on ½ side, 36"wide. (120017)

"But I keep much art work at home. Present cabinets are hard to open and shut." (050011)

"Crowded because of bulkiness of kindergarten materials." (170000)

"Need more closed shelving." (080015)

"The shelves are too deep and they are not partitioned to hold construction and art paper, paste, scissors, etc." (170008)

"I could use more if I had it, I've learned to get by on what I've got. A cabinet that's too deep isn't practical either - things get lost in the back recesses." (17009)

Written comments in response to the question regarding a personal clothes closet.

"I really have a nice room which has adequate storage except for larger items." (22008)

"If you don't have to fill it up with larger teaching supplies that do not fit on any of the other shelves, such as playground equipment, charts, games and bulletin board materials or art supplies." (150002)

"I store art equipment in same closet and no place for my boots so I keep them on classrooom floor." (280009)

"Would be nice to have more room for extras, purse - etc." (090003)

"Too many other items occupy the space alloted for clothing. The coat will not fit anymore." (170004)

"I have to use it to put playground equipment." (280008)

"But I also use this closet to store long or unusual sized equipment. No shelf for my purse - or small things." (170000)

"Provided I could remove all the books and teaching material also stored here." (210005)

"Is combined coat closet and place to store playground equipment and is not satisfactory." (3000004)

"My boots and umbrella have to sit out because bottom of closet is used for storage of scrap materials for art projects." (170009)

Written comments received regarding the respondent's preference for built-in or portable storage facilities.

"Built-in. Usually more stable. Doesn't have to be worked around in arranging room." (070010)

"Built-in. When rooms are waxed during vacations you do not need to move anything." (050014)

"Built-in. Seems to make the room look neater and appear larger." (220008)

"Portable. Some wide enough for large posters and especially a place large enough to store several packages of 12 X 18 paper, world globes, etc." (050008)

"Portable. Would aid in establishing areas defined for specific learning centers as well as enclosing quiet activities from manipulative activities plus the backs could be used for lists, math drill and charts." (150002)

"Portable. In order to change room around for best of students." (030006)

"Built-in. This storage gives a neat appearance and also it all allows more space for activities. (310009)

"Both. If one is not conveniently located you can move it. The built-in ones take less space, it seems, some portables don't fit where you want." (130004)

"Built-in. Enclosed cupboards plus drawers plus teachers closet helps to keep materials on hand and clean as well as handy." (310003)

"Both. I like being able to move some but prefer that most are built-in." (170002)

"Built-in. Does not appear to be as awkward or conspicious." (070025)

"Portable. Facilities a variety of class arrangements." (140009)

"Both. But more needed for art paper and other supplies." (310015)

"Built-in. I don't like to move furniture around." (160014)

"Both. You can use portable storage to make center rooms." (280008)

"Built-in. We have carpet and it would be difficult to move heavy portable storage units. Also the carpet might be damaged." (120012)

"Built-in. I feel the built in serves a better service." (070005)

"Both. Portable to be used also as learning center dividers - but to specifications." (170000)

"Both. Some supplies are hard to store neatly." (090003)

"Portable. Can arrange into learning centers." (100005)

"Both. In general I prefer portable for games, books, etc. for an activities area that can be moved around. I like built-in for my personal things, art supplies, paper, textbooks, etc." (050007)

"Portable. In many classrooms there is no wall space available for portable storage, but it can be used to divide the room in learning centers, etc." (310027)

"Portable. To allow for change in room design." (080015)

"Built-in. Planned for space and out of the way for permanent storage needs,not needing to have the room crowded or cluttered." (300004)

"Both. I like movable shelves for room arrangement but permanent for storage of items rarely used." (200011)

"Built-in. Have never had portable storage - only file cabinet." (190008)

"Portable. It is convenient to change location of items to make them easily accessable. Also, I like to adjust shelf height to save space." (17004)

Written comments received in response to the question - "Please comment on any additional storage facilities you may now have or would like to have. Also any other information or opinions on this subject would be appreciated."

"Would like a portable cart for light screen and storage with it for material used with it." (170001)

"Due to the fact I've made a grade level change this year - I don't have much to store as I haven't accumulated much as yet." (160014)

"There is a need for better storage areas for art supplies and projects." (150012)

"A larger or another built-in cabinet, with room for large posters, charts, etc. I am in an old wing now but when I taught in our new section, I felt the storage was fine." (120017)

"There are many things I can not do in the classroom because of lack of space." (160020)

"I would like to have individual containers for students to keep daily supplies in and extra files for papers from students." (070022)

"I have other storage space I have provided for myself, but still space is insufficient." (240002)

"I would like to have a storage room for grade level teachers to share. Approximately 60 cubic feet per teacher for large items. Also slotted cabinets for bulletin displays and charts." (310020)

"I need a four drawer filing cabinet." (120011)

"The only problem I find is storage for large posters and large sheets of construction paper." (120012)

"Chart file or cabinet for light screen and large charts." (070005)

"Have always wanted a small personal area for each child's use. Also kindergarten rooms should be equipped with a water sink, and co-ordinated storage areas." (170000)

"I would like wide shelves and drawers for storage - or any spot with some room would be helpful." (090003)

"I would like to have divided upright shelves for large charts and bulletin board materials and divided cabinets for paper storage." (070010)

"Upper cupboard doors fall out and come apart. Would never recommend this type to anyone. Since building is fifty years old, I've little hope for storage facilities." (100003)

"My room was not built for a kindergarten. However, I do have adequate storage because the room was meant to be a band room and it has built-in closets which were designed for storing the band instruments." (250000)

"Need paper, paint and brush storage, craft storage, record player and record storage." (100005)

"Would like to have wide thin shallow drawers for posters, bulletin board materials, etc." (20009)

"The storage that I have in this room is adequate for me. However, three teachers around me who have identical rooms with the addition of one more storage cabinet find the storage to be inadequate in that things are stacked all over the room." (310027)

"I would most like to have some large storage drawers and wide-open cabinets." (080015)

"I would like to have a portable drawer unit to store construction paper and large pictures." (330004)

"Would like a larger closet or someplace to keep play ground toys, science supplies and larger items. A walk-in closet would be nice. Would like a deeper cabinet to keep large posters and construction paper, etc." (19008)

"I would like to have space to store posters. Also I would like drawers to store unsightly art supplies; egg cartons, foil pans, etc." (200006)

"I have a very large classroom and am satisfied with my storage space. I have a double divided closet which is inadequate for my needs." (130007)

"I need cupboard space large enough to hold my books and materials without the inconvenience of piling and stacking." (090004)

"We need storage facilities for the Holt program (extra filing cabinet space)." (170008)

"I would like to have a special cabinet for construction paper. I would like to have smaller, built-in compartments for scissors, etc. Shelving with sliding doors would be nice." (170009)

"I need room to store bulletin board projects, large posters and specimens for social studies and science." (220008)

"Would use two portable carts with two or more shelves for reading materials and library books as well as math supplies. (2) Would appreciate storage with doors! Everything we have is open - it gets dusty, doesn't look so neat - etc. (3) Would like another file cabinet." (150002)

"I have a most fortunate and unusual situation of a classroom with adjoining workroom so for the first time in my career have room for most everything." (100007)

"My classroom is one of the only ones that has enough storage facilities in this school." (240006)

"I do not like open shelves for storage of things other than books. No matter what you do the room always looks messy." (220005)

"I like enclosed cabinets or shelves above and below wherever the space allows. Shelves with movable sections between (for dividing subject matter) plus shelves that can be adjusted in height are very beneficial. Plenty of storage for art supplies, writing paper, all paper,is great. There is never enough." (170002)

"More portable." (140021)

"More bookshelves, portable magazine racks, larger drawers and cupboards." (060019)

"I am fortunate to have a back room with many shelves. I share this room for storage with other teachers." (060015)

"Need a cart for reading light screen with adequate space to put a record player on it, records, teachers manuals and word cards. Would like to have pigeon holes for construction paper, to divide various colors - perhaps just 1-2" high." (170004)

"My classroom has an extra storage room with cabinets on the sides and upper cabinets on one side. There is a wide counter area and much floor space. The area is storage for three first grade classes." (250004)

"The first grade has a storage room for supplement books, workbooks, crayons, pencils, math books - for new pupils. This is great. We can go to the store room to pick up our needs." (310003)

"Drawing paper shelves that could be drawn out instead of having to stack paper. Shelves that could be adjusted." (170010)

"I would like a handy - easy to reach - storage area for bulletin boards and large flat pictures and posters." (080006)

"My bookcase is a movable one but is not satisfactory. The shelves are on a slant held up by pegs and they fall down very easily. I am in a very old building." (260000)

"Would like large drawers." (070008)

"I would like a cupboard over my sink for paints." (080005)

"I need storage wide enough and deep enough for boxes. I have one corner desk that has a cabinet in it. This was an extra piece of furniture, not built into the room." (230021)

APPENDIX C

TABLE 13 PERCENTAGE OF FILE CABINETS CLASSIFIED ACCORDING TO GRADE LEVEL

Response	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
File Cabinets	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Have	4	80	15	100	11	79	15	100	21	95	8	80	13	81
Do Not Have	1	20	0	0	2	14	0	0	1	5	2	20	3	19
No Response	0	0	0	0	1	7	0	0	0	0	0	0	0	0
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100

TABLE 14 PERCENTAGES OF BOOKCASES CLASSIFIED ACCORDING TO GRADE LEVEL

	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
Response	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Have	3	60	13	86	10	71	14	93	20	91	8	80	5	94
Do Not Have	2	40	1	7	3	21	1	7	2	9	2	20	1	6
No Response	0	0	1	7	1	8	0	0	0	0	0	0	0	0
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100

TABLE 15 PERCENTAGES OF OPEN SHELVES CLASSIFIED ACCORDING TO GRADE LEVEL

Response	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
Open Shelving	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Have	5	100	7	47	7	50	5	33	9	41	6	60	8	50
Do Not Have	0	0	8	53	6	43	8	53	12	55	4	40	6	38
No Response	0	0	0	0	1	7	2	14	1	4	1	0	2	12
Totals	5	100	15	100	14	100	15	100	22	100	11	100	16	100

TABLE 16 PERCENTAGES OF CLOSED SHELVES CLASSIFIED ACCORDING TO GRADE LEVEL

Response	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
Closed Shelves	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Have	5	100	13	87	9	64	13	87	14	64	7	70	15	94
Do Not Have	0	0	2	13	4	29	2	13	6	27	3	30	0	0
No Response	0	0	0	0	1	7	0	0	2	9	0	0	1	6
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100

TABLE 17 PERCENTAGES OF CLOSETS CLASSIFIED ACCORDING TO GRADE LEVEL

Response	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
Closets	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Have	5	100	11	73	8	57	12	80	18	82	9	90	15	94
Do Not Have	0	0	4	27	6	43	3	20	4	18	1	10	1	6
No Response	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100

TABLE 18 TYPES OF FILE CABINET CLASSIFIED ACCORDING TO GRADE LEVEL

	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
One Drawer														
Have	0	0	0	0	0	0	0	0	1	5	0	0	0	0
Do Not Have	5	100	15	100	14	100	15	100	21	95	10	100	16	100
Two Drawer														
Have	2	40	4	27	3	21	1	7	6	27	1	10	1	6
Do Not Have	3	60	11	73	11	79	14	93	16	73	9	90	15	94
Three Drawer														
Have	0	0	1	7	0	0	1	7	2	9	6	60	3	19
Do Not Have	5	100	14	93	14	100	14	93	20	91	4	40	13	81
Four Drawer														
Have	5	100	11	73	9	64	13	87	18	82	7	70	11	69
Do Not Have	0	0	4	27	5	36	2	13	4	18	3	30	5	31

No Total - Multiple Responses

TABLE 19 AMOUNT OF BOOKCASES CLASSIFIED ACCORDING TO GRADE LEVEL

	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
1 - 10 feet	0	0	2	13	1	7	4	26	3	14	0	0	3	19
11 - 20 feet	1	20	5	34	4	29	3	20	6	27	4	40	0	0
21 - 30 feet	0	0	2	13	3	21	4	27	3	14	1	10	4	25
31 - 40 feet	1	20	2	13	0	0	1	7	6	27	2	20	4	25
40 or more feet	1	20	1	7	0	0	1	7	4	18	0	0	5	31
No Response	2	40	3	20	6	43	2	13	0	0	3	30	0	0
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100

TABLE 20 AMOUNT OF OPEN SHELVING CLASSIFIED ACCORDING TO GRADE LEVEL

	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
0 - 15 feet	0	0	4	27	5	36	4	27	4	18	1	10	2	13
16 - 30 feet	2	40	1	7	1	7	0	0	3	14	2	20	4	25
31 - 45 feet	0	0	2	13	1	7	2	13	5	23	2	20	2	13
46 - 60 feet	1	20	0	0	0	0	0	0	0	0	1	10	0	0
60 or more feet	2	40	0	0	1	7	0	0	2	9	1	10	1	6
No Response	0	0	8	53	6	43	9	60	8	36	3	30	7	43
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100

TABLE 21 AMOUNT OF CLOSED SHELVES CLASSIFIED ACCORDING TO GRADE LEVEL

	Kinder-garten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
0 - 15 cubic feet	0	0	3	20	6	43	2	13	6	27	0	0	5	31
16 - 30 cubic feet	1	20	3	20	3	21	5	33	3	14	2	20	2	13
31 - 45 cubic feet	0	0	3	20	0	0	1	7	1	5	2	20	2	13
46 - 60 cubic feet	2	40	1	7	1	7	2	13	2	9	2	20	3	19
60 or more cubic feet	2	40	1	7	1	7	1	7	2	9	0	0	2	13
No Response	0	0	4	26	3	21	4	27	8	36	4	40	2	13
Totals	5	100	15	100	14	100	15	100	22	100	10	100	16	100